

Robert Shaw Primary & Nursery School Year 6 – Curriculum Plan					
	Autumn		Spring		Summer
	Belonging		Exploring		Discovering
Oxfam curriculum area	Identity and diversity	Social justice and equity	Sustainable development	Globalisation and interdependence	Peace and conflict
Key question	What does it mean to belong?		How do our choices impact other people around the world?		How does the past affect how we live today?
Topic outcomes	1. Created a leaflet about the history of partition 2. Biography - Gandhi		1. Wrote a letter to Prince of Morocco from the perspective of him to Portia. 2. Through research created a text explaining the positive and negative impact of tourism on Venice.		1. Create a film explaining the effects the Ancient Sumerians and the Golden Age of Islam have had on how we live in Britain today 2.
Key texts	Veera Hiranandani – The Night Diary The Lands of Belogning – Donna and Vikesh Amey Bhatt, Salini Perera		1. The Merchant of Venice by Marica Williams 2. Travel Guide on Venice		
Hook	Pictures of life in India pre-partition. Set the scene for life during and after British rule.		Show video clips of Venice during pre-pandemic and post pandemic		tbc
Enrichment	Visit from a school governor/local councillor Food Festival		Vist Lilian Greenwood to discuss climate change with the children.		Visit to Nottingham Islamic Information Centre
English	Biography, letter, narrative, speech writing		Letter, balanced argument, travel guide to Venice.		tbc
Maths	Number: Place Value Number: 4 operations Number: Fractions Geometry: Position and Direction		Number: Decimals Number: Percentages Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio		Statistics Geometry: Properties of Shape Consolidation and themed projects
Science	Animals including humans -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans Evolution and inheritance -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution		Living things and their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics Electricity - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram		Light - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast the
History	1. Mini-topic: Early Islamic Civilisation (EIC) 2. Partition of India		Spaced retrieval: chronology; learning from previous years including EIC and Partition of India.		Ancient Egyptians
Geography	Spaced retrieval: names and location of continents, rivers, capital cities, geographical features, water cycle, Y5 content		Compare region of UK (Yorkshire), Europe (Italy: Venice) and N America (Gran Canyon) – physical and human geography; trade links; global travel; impact of climate change		Spaced retrieval: names and location of continents, rivers, capital cities, geographical features, water cycle, Y5 content, spring term content
DT	Food Festival		Venetian Masks		Life skills – recipes, ingredients, cooking.
Art	Sketching, blending, shading, Da Vinci.		Venetian Landscapes		Exploration of Islamic art – geometric shapes, repeating patterns, symmetry.
Music	Sing Up.		Sing Up.		Sing Up.
RE	6.2 Religion, worldviews, family and community What contributions do religions make to local life in Nottingham City? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect? 6.1 Teachings, wisdom and authority What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?		6.3 Beliefs in action in the world How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?		6.4 Beliefs in action in the world What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?
Computing	Coding E-safety Digital Skills		Coding E-safety Digital Skills		Coding E-safety Digital Skills
PE	Basketball Coordination, balance, strength, flexibility, control, technique, teamwork, tactics. Dance		Gymnastics Coordination, balance, strength, flexibility, control, technique. Contrasting styles. Outdoor and adventurous activities		Striking and fielding-rounders Throwing, catching, striking, running, communication, competition, getting people out (tactics).

	Developing movement, patterns, flexibility and a knowledge of various styles.	Outdoor and adventurous activities as an individual and as a team member.	Team games Tactics, running, throwing, catching, jumping, competition, technique, control, balance, communication, collaboration.
PSHE	Delivered through DaART Programme: Valuing Difference: Recognising and celebrating difference; Recognising and reflecting on prejudice-based bullying; Understanding Bystander behaviour; Gender stereotyping Keeping Myself Safe: Understanding emotional needs; Staying safe online (including sharing images); Risk Management; Drugs: norms and risks (including the law)	Me and My Relationships: Assertiveness; Cooperation; Positive relationships and behaviour (including forced marriages and coercive control) Rights and Responsibilities: Understanding media bias, including social media; Caring: communities and the environment; Understanding democracy	Being my Best: Aspirations and goal setting; Managing risk; Looking after my mental health Growing and Changing: Coping with changes; Keeping safe; Body Image; Self-esteem
French	Everyday life: 1a Revisiting me; 1b Time – o’clock; 1c Daily life of a Superhero. Where I live, where you live: 2a Spooky house/space house; 2b Hopes and roles	Playing and enjoying sport: 1a Happy New Year forfeit game; 1b Investigating sports. This is me, hobbies and fun: 2a All the fun of the Fair; 2b Favourites	Café culture and restaurants: 1a Café culture; 1b Eating out. Performance time: 2a Tour de France; 2b Class performances; 2c Year 6 Presentations; 2d Create a class newspaper
Diversity, Equality, Inclusion and Belonging			